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ABSTRACT

This guide is intended to help parents understand the Delaware Student Testing Program (DSTP) and the reports it generates. The DSTP tests are administered to provide an accurate measure of how well students are doing relative to Delaware's rigorous content standards. DSTP tests are administered in reading, writing, mathematics, science, and social studies at various grades. An introduction describes the five types of reports available from the DSTP for administrators and registered teachers: (1) individual student score reports; (2) school score reports; (3) district score reports; (4) state score reports; and (5) selected group score reports. Parents of students in grades 2 through 10 receive two printed reports, an individual student report for English Language Arts and one for mathematics. Parents of students in grades 4, 6, 8, and 11 receive a science and social studies individual report, and parents of students in kindergarten and grade 1 receive the "Work Sampling Individual Report." Several types of summary reports, including those for schools and school districts, are available to the general public, and specific types of reports are available for teachers and administrators. Section 2 discusses the English Language Arts Report, and sections 3 and 4 discuss the mathematics and science and social studies reports respectively. Section 5 discusses the kindergarten and grade 1 work sampling report. Section 6 discusses the Diploma Index, which determines the type of diploma a student receives at high school graduation. Section 7 contains suggestions on how to help students do better in school. An appendix contains eight sample reports. (SLD)

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Delaware Student Testing Program

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A SCORE RESULTS GUIDE FOR PARENTS

Prepared by the Assessment and Analysis Group
Assessment and Accountability Branch
Delaware Department of Education
Spring 2003

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Section I: Introduction to the DSTP

Delaware students must meet world-class standards if they are to be competitive and successful in a global economy. To prepare our students for their future, our schools must support rigorous standards and each of our teachers must set high expectations. Our students must also commit themselves to the achievement of excellence.

Any system that hopes to accomplish such ambitious goals must have a yardstick by which to measure its progress. Delaware educators have developed the Delaware Student Testing Program (DSTP) that now serves as such a yardstick. The tests are tied to the Delaware content standards that define the knowledge and skills required for our students to succeed beyond high school. The results of the DSTP provide us with an understanding of how well we are preparing students to meet the many challenges that lie ahead. Whatever the results, Delaware students and educators will understand where we are so that we can tell how far we have to go. An accurate assessment of where we are is the first step towards getting where we want to be.

This past spring, the annual administration of the DSTP reading, writing, and mathematics tests were administered to provide us with an accurate measure of how well our students are doing relative to Delaware's rigorous content standards. The science and social studies tests were also administered in grades 8 and 11. The grades 4 and 6 science and social studies tests are administered in October. In addition, this past spring was the first operational year for the kindergarten and first grade Work Sampling assessment.

Purpose of the test

The Delaware Student Testing Program is designed to:

- serve as a measure of progress toward the Delaware content standards;
- ensure that students can apply their academic skills to realistic, everyday problems;
- promote better instruction and curriculum by providing timely reports of students' strengths and weaknesses;
- ensure that students are formally provided with extra instruction when needed;
- serve as a primary indicator in the statewide accountability system and
- help districts determine who should and should not be promoted from grade to grade.

Questions and answers about the 2002 DSTP

What are "Standards"?

The standards are the result of several years of work by Delaware educators to determine what Delaware students should know and be able to do as a result of their education. The standards for English language arts (reading and writing), mathematics, science and social studies were approved by the State Board of Education in 1995. Since then, Delaware's standards have been widely recognized as among the best in the nation. Each teacher and each administrator in Delaware has a copy of the Standards.

What kind of information is tested in each part of DSTP?

Reading: Reading is assessed using literature that informs, entertains or explains how to perform a task. Students are asked to read passages and then demonstrate their ability to comprehend, analyze and interpret what they have read by answering multiple choice, short answer, and extended response questions.

Because reading is fundamental to success in all areas of education, the reading test is especially important. ***The results of the spring 2003 reading test at grades 3, 5 and 8 will determine whether or not students will be required to have an Individual Improvement Plan (IIP) for the 2003-2004 school year. Summer school will be a mandatory component of some of these IIP's.***

Writing: In this section of the test, writing is assessed in two ways. First, students are asked to provide a written response to a prompt with a specific purpose and audience in mind. Second, students are asked to write a response to a question about a reading passage. This is done to assess students' ability to recognize that reading and writing are integrally connected.

Mathematics: The mathematics section assesses a student's ability to grasp key concepts and solve realistic problems. Multiple choice, short answer, and extended response questions are used to assess students' conceptual knowledge, procedural knowledge, and knowledge of mathematical processes across core areas such as computation, measurement, algebra, and geometry. Because the test is focused on reasoning and analysis, students are permitted to use calculators on some parts of the test. ***The results of the Spring 2003 mathematics test at grade 8 will determine whether or not students will be required to have an Individual Improvement Plan (IIP) for the 2003-2004 school year. Summer school will be a mandatory component of some of these IIP's.***

Science: The science section assesses a student's ability to grasp key scientific principles and solve realistic problems. Multiple choice questions and short answer questions are used to assess students' conceptual knowledge, procedural knowledge, and knowledge of scientific principles across core areas such as ecology, diversity of living things, life processes, dynamic systems, space, energy, properties of materials,

and the nature and application of science and technology. The test is focused on reasoning and analysis.

Social Studies: The social studies section assesses a student's ability to grasp key concepts and apply this knowledge to everyday living within a diverse world, and within a democratic system. Multiple choice questions and short answer questions are used to assess students' conceptual knowledge and analytical abilities across core areas such as civics, economics, geography, and history. The test is focused on reasoning and analysis across core areas.

What are scaled scores and what is the advantage of using them?

The number of correct responses a student gives to test items is called a raw score. The reading and mathematics raw scores are converted to scaled scores by use of the Item Response Theory, Rasch Model process. This is a widely accepted scaling procedure used by testing companies. The primary purpose of converting raw scores to scaled scores is to aid in interpreting students' test results. Scaled scores allow comparison of the scores of a student over time from grade 3 to grade 5 to grade 8 to grade 10. This permits an examination of the student's growth over time. Scaling also permits the examination of other trends in performance of **groups of students** over time.

What reports are available and how can they be accessed?

Individual student reports are produced and provided to the student's parent or guardian and for the school files.

School, district, and state summary reports (that do not contain individual student scores) can be accessed by the public using the Department of Education website at: **www.doe.state.de.us/aab.**

There are five types of reports available on the DSTP-OR registered user system. Superintendents, principals, administrators, and registered teachers have access to these reports.

1. Individual Student Score Reports:

The student's results are reported to parents and to schools so parents and teachers can review the indicators of the student's academic strengths and weaknesses and can begin to assist students in meeting the content standards.

After the administration of the DSTP in the spring of 1999, the results were used to develop decision points for performance levels (see pages 8 through 10 for reading and writing, and pages 17 and 18 for mathematics.)

2. School Score Reports:

The student performance on the DSTP for the entire school can assist school staff in evaluating how the curriculum is functioning: What are the strengths of the curriculum? What are the weaknesses? What overall curriculum changes might be necessary to assist students in meeting the standards? The school score reports can provide a

signal to the principal that additional resources may be needed or reallocated to assist teachers in providing the necessary instruction.

3. District Score Reports:

The district-wide student performance on the DSTP allow district staff to identify strengths and weaknesses common to the schools in the district. This information permits the district administrators to examine district-wide curriculum that works, curriculum that needs adjustment, resource allocation, and/or any other adjustment that might be necessary.

4. State Score Reports:

The statewide scores permit the public to monitor the collective progress of students toward meeting the Delaware content standards. It is anticipated that the statewide scores on the DSTP will increase for students as teachers and school administrators begin to identify strengths and weaknesses and to continue to work for changes to improve the educational process.

5. Selected Group Score Reports:

The student performance on the DSTP for a selected class or group allows the school administrator and registered teachers to focus on special curricular issues of that group. These scores can provide a signal to the principal that additional resources may be needed or reallocated to assist teachers in providing the necessary instruction for this group.

Reports

Reports sent to parents

Parents of students in grades 2, 3, 4, 5, 6, 7, 8, 9, and 10 receive two printed reports:

1. The 2003 DELAWARE STUDENT TESTING PROGRAM English Language Arts Individual Report, and
2. The 2003 DELAWARE STUDENT TESTING PROGRAM Mathematics Individual Report.

Parents of students in grades 4, 6, 8, or 11 receive a third type of printed report:

3. The 2003 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies Individual Report. Reports for 8th and 11th grade students will be sent in September of 2003, reports for 4th and 6th grade students will be sent in February 2004.

Parents of students in kindergarten and grade 1 receive a fourth type of printed report:

4. The 2003 DELAWARE STUDENT TESTING PROGRAM Work Sampling Individual Report.

Reports available for public access

DSTP On-line summary reports are available for public access for reading, writing and mathematics for grades 3, 5, 8 and 10 and for science and social studies for grades 4, 6, 8 and 11. These reports can be accessed through the Delaware Department of Education website: www.doe.state.de.us/aab. After connecting with the website, click on the "DSTP Online Report" green tile. The following reports can be accessed:

- overall summary reports,
- disaggregated reports,
- matched-scores reports,
- summary by district, and
- district and school summaries.

DSTP results from the earlier years of assessment are also available. An example of a statewide summary report is found in Appendix A.

Reports available to teachers

For grades 2 to10, through on-line reporting teachers can produce:

1. English language arts scores for each student in the class and summary reports for the entire class,
2. Mathematics scores for each student in the class and summary reports for the entire class,

For grades 4, 6, 8, and 11, through on-line reporting teachers can produce:

3. Science and social studies scores for each student in the class and summary reports for the entire class.

Reports for administrators

Schools

Each school can access three basic reports:

1. For students in grades 3, 5, 8, and 10, the 2003 DELAWARE STUDENT TESTING PROGRAM English Language Arts Report for the School,
2. For students in grades 3, 5, 8, and 10, the 2003 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the School, and
3. For students in grades 4, 6, 8, and 11, the 2003 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies School Report. (Reports for 8^{th} and 11^{th} grade students will be available in fall of 2003, reports for 4^{th} and 6^{th} grade students will be available in February 2004.)

They can also generate selected group reports for grades 2 to 10 in English Language Arts and Mathematics and for grades 4, 6, 8 and 11 for Science and Social Studies.

Districts

Each district can access three basic reports:

1. Students in grades 3, 5, 8, and 10, the 2003 DELAWARE STUDENT TESTING PROGRAM English Language Arts Report for the District,
2. Students in grades 3, 5, 8, and 10, the 2003 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the District, and
3. Students in grades 4, 6, 8, and 11, the 2003 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies District Report. (Reports for 8th and 11th grade students will be sent in September of 2003, reports for 4th and 6th grade students will be sent in February 2004.)

They can also generate selected group reports for grades 2 to 10 in English Language Arts and Mathematics and for grades 4, 6, 8 and 11 for Science and Social Studies.

SECTION II: Understanding the English Language Arts Report

For grades 3, 5, 8 and 10, the score report you receive contains six sections of information regarding student performance on reading and writing:

A. Grade Tested, Test Date and SAT9 Level /Form, and SAT9 Norms
B. Your student's Performance Levels and scores for reading and in writing.
C. Your student's reading scaled score compared to other students tested at the same grade level in the school;
   The average reading scaled score for the school (for students tested at the same grade as your student);
   The average reading scaled score for the district (for students tested at the same grade as your student);
   The average reading scaled score for the State of Delaware (for students tested at the same grade as your student);
D. Your student's writing score compared to other students tested at the same grade level in the school;
   The average writing score for the school (for students tested at the same grade as your student);
   The average writing score for the district (for students tested at the same grade as your student);
   The average writing score for the State of Delaware (for students tested at the same grade as your student);
E. Your student's SAT9 percentile rank for reading at the grade level tested; and
F. Your student's Instructional Needs for reading and writing.

For grades 2, 4, 6, 7 and 9 (except for those taking grades 3, 5, or 8 reading retests), the score report you receive contains six sections of information regarding student performance on reading and writing:

A. Grade Tested, Test Date and SAT9 Level /Form, and SAT9 Norms
B. Your student's progress towards the standards and scores for reading and in writing.
C. The reading scaled score for your student compared to other students tested at the same grade level in the school;

The average reading scaled score for the school (for students tested at the same grade as your student);
The average reading scaled score for the district (for students tested at the same grade as your student);

D. The writing score of your student compared to other students tested at the same grade level in the school;
The average writing score for the school (for students tested at the same grade As your student);
The average writing score for the district (for students tested at the same grade as your student);

E. Your student's SAT9 percentile rank for reading at the grade level tested; and
F. Your student's Instructional Needs for reading and writing.

Each section of the English Language Arts Individual Report is discussed separately.

A. Grade Tested, Test Date, SAT9 Level/Form, SAT9 Norms

This part of the score report provides general information about the administration of the test:

- The grade level at which your student was tested is reported next to **Grade Tested:**
- The date your student took this test is then listed after **Test Date:**
- Following the test date is the **SAT9 Level/Form**. The SAT9 is an acronym for the *Stanford Achievement Test-Ninth Edition*. The SAT9 is a standardized, nationally administered test. The level refers to test appropriate for the grade tested. The form refers to one that is secure for statewide use only.
- To create the national **SAT9 Norms**, this standardized test was administered to a representative sample of from 225,000 to 250,000 students nationwide. Their score results are referred to as national norms, or more usually, "norms". The norms become a reference point against which to compare the performance of any student who then takes the SAT9. The norms for this test were developed in 1995.

B. Performance Levels/Progress towards the Standards: Reading and Writing

Performance Level Cut Point Development: Grades 3, 5, 8 and 10

During the fall of 1999, a group of 188 participants consisting of 83% teachers, 7% administrators, 9% parents, and 1% participants from organizations or from the community, met under the guidance of Harcourt Educational Measurement, to develop the "Meets the Standard" and "Exceeds the Standard" cut points. A subset of these participants developed the cut points for reading and writing. The methodology used by judges for setting the cut points is referred to as "Item Mapping" by some measurement companies, and "Bookmarking" by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and inserting "bookmarks" at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges' recommendations for the "Meets the Standard" and "Exceeds the Standard" performance levels had been finalized, the Department of Education, with the technical assistance of Harcourt Educational Measurement, calculated the cut points for the "Below the Standard" and "Well Below the Standard" levels, and the cut point for the "Distinguished" performance level. In the winter of 2002, the writing cut points were adjusted.

There are five performance levels in reading and writing that are consistent with Delaware's accountability law. The following describe each level:

Performance Level		Described as:
Level 5	Distinguished Performance	Exemplary Performance
Level 4	Exceeds the Standard	Very Good
Level 3	Meets the Standard	Good
Level 2	Below the Standard	Needs Improvement
Level 1	Well Below the Standard	Needs Significant Improvement

Cut Points for Reading for Grades 3, 5, 8 and 10:

The DSTP Reading scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	386 or less	387 to 410	411 to 464	465 to 481	482 or more
Grade 5	426 or less	427 to 450	451 to 507	508 to 528	529 or more
Grade 8	474 or less	475 to 499	500 to 563	564 to 583	584 or more
Grade 10	476 or less	477 to 501	502 to 572	573 to 592	593 or more

Cut Points for Writing for Grades 3, 5, 8 and 10:

The DSTP writing raw scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	1-4	5 -6	7-9	10-11	12-15
Grade 5	1-4	5 -7	8-9	10-11	12-15
Grade 8	1-4	5 -7	8-9	10-11	12-15
Grade 10	1-4	5 -7	8-9	10-11	12-15

Progress towards the Standards for Grades 2, 4, 6, 7 and 9

For grades 2, 4, 6, 7 and 9 reading and grades 4, 6, 7, and 9 writing, the report indicates whether your student is making "satisfactory progress" or "unsatisfactory progress." For reading, there are some students that are on the borderline and are placed in the "progress warning" area.

If your student has achieved "satisfactory progress," the results indicate that he/she is making progress towards meeting or exceeding the standards at the next "accountability" grade (3, 5, 8 or 10). If your student is in the "unsatisfactory progress" area, this serves as an "early warning" and the school will design an Individual Improvement Plan for your student. This will list the activities targeted for the student in order to help the student meet the standards when tested at the next "accountability" grade. If the student is in the "progress warning" area in reading, the school may design an Individual Improvement Plan for the student.

C. Score Comparisons of Grade Tested: Reading

This section contains score comparisons of your student's reading score against all of the students in the school tested at the same grade level. Your student's score is found on the line between the lowest scale score listed on the left-hand side of the line and the maximum scale score on the right. You can also compare your student's performance to the performance of the students tested at the same grade level in the district and in the state (except for grades 2, 4, 6, 7, and 9).

If you have students at different grade levels, you will see that grade levels have different scale values. For example, for tenth grade students, the scale listed ranges from 250 to 800; for eighth grade students, it ranges from 225 to 775; for fifth grade students, it ranges from 175 to 700; and for third grade students, it ranges from 150 to 675. It is expected that older students will perform at a higher level than younger students.

The Individual Student's Score

In this section you can see how well your student is performing, as compared to all the students tested at the same grade in the school by locating the position of your students' score on the scale relative to the position of the score for students tested at the same grade level in the school. You can also compare your student's performance to the performance of the students tested at the same grade level in the district and in the state (grades 3, 5, 8, and 10).

The School's Score

Also, you can see how the students tested at the same grade level in your school are performing on reading compared to all the students in the district who took the test for that grade level by examining the position of the school's score on the scale relative to the district's score. You can also compare the school's score to the performance the students tested at the same grade level in the state (grades 3, 5, 8, and 10).

The District's Score

Also, you can see how the students tested at the same grade level in your school district are performing on reading compared to the Delaware students who took the test at the same grade level by examining the position of the district's score on the scale relative to the state's score (grades 3, 5, 8, and 10).

The State of Delaware's Score (Grades 3, 5, 8 and 10)

In addition, you can see how the students who took the same grade level test in the State of Delaware are performing on reading by examining the position of the state's score on the scale.

D. Score Comparisons of Grade Tested: Writing

This section contains score comparisons of your student's writing score against students who took the same grade level test in the school and in the district. This score is the total points your student received on two writing prompts (except for grade 2, where students only took the text-based writing). The first prompt is based on a reading passage and is called a text-based writing prompt; that is, students must read a passage and then answer a question and write about what they read.

The second prompt stands by itself. Students respond to a few sentences that prompt them to write about a topic or an issue.

The text-based prompt is scored by one judge, the stand-alone prompt is scored by two judges, and the total writing score is the combination of all three scores. A maximum of 5 points and a minimum of 1 point can be awarded by each judge, thus the maximum score is 15 (5+5+5). The student's writing score is found on the line between the 1 to 15 scale. The maximum score for grade 2 is 5.

The Individual Student's Score

In this section you can see how well your student is performing in writing as compared to the students tested at the same grade in the school by locating the position of your student's score on the scale. You can also compare your student's performance to the performance of the students tested at the same grade level in the district and in the state (grades 3, 5, 8, and 10).

The School's Score

Also, you can see how the students tested at the same grade level in your school are performing on writing compared to the students in the district who took the test at that grade level by examining the position of the school's score on the scale. You can also compare the school's score to the performance of the students tested at the same grade level in the state (grades 3, 5, 8, and 10).

The District's Score

Also, you can see how all the students in your school district are performing on writing compared to the Delaware students who took the test on the same grade level by examining the position of the district's score on the scale relative to the state's score (grades 3, 5, 8, and 10).

The State of Delaware's Score (Grades 3, 5, 8 and 10)

In addition, you can see how the students who took the same grade level test in the State of Delaware are performing on writing by examining the position of the state's score on the scale.

E. A Student's Percentile Rank for Reading

The percentile rank for reading is obtained from the abbreviated form of the SAT9 that is embedded in the DSTP. The SAT9 is the timed portion of the DSTP and is included for several reasons:

- It allows comparisons of the reading performance of Delaware students on a nationally used standardized test, thus permitting the comparison of student performance on general reading proficiency to other students across the United States.
- A subset of the SAT9 items are directly related to the Delaware Reading Standards and are a part of the DSTP score.
- The SAT9 items included in the DSTP permit the important and efficient psychometric process of equating and scaling the DSTP from one administration of the test to subsequent administrations of the test.

A percentile rank is a way of looking at how well your student performed on the SAT9 reading test relative to students tested at the same grade level in the national norms. Percentile rank gives you information as to what percentage of same grade students in the norms scored higher or lower than your student. For example, if your student had a reading percentile rank of 91, it means that 91 percent of the students in the national norms scored **below** your student and only 9 percent scored **at or higher than your student's score**. If your student had a reading percentile rank of 54, it means that 54 percent of the students in the national norms scored **below** your student and that 46 percent scored **at or higher** than your student's score. If your student had a percentile rank of 29, it means that 29 percent of students in the national norms scored **below** your student and that 71 percent scored **at or higher than your student's score.**

In some cases a student might score higher or lower on the SAT9 reading test than on the DSTP reading test. It must be kept in mind that a student's SAT9 percentile rank score cannot be directly compared to the relative scale position of the DSTP reading test score. There are several reasons why these scores are non-comparable:

- The SAT9 reading test is not directly aligned with Delaware reading content standards. A portion of the SAT9 reading test is related to the reading content standards and is included in the DSTP score, whereas the DSTP reading test is **completely aligned** with the English language arts content standards.
- The SAT9 is entirely comprised of multiple-choice items, whereas the DSTP is comprised of multiple choice, short answer, and extended response items. Writing short answers and extended responses requires very different skills than selecting the answer on a multiple-choice item. Because the items on the SAT9 and the DSTP reading test are very different in format (multiple choice vs. multiple choice, short answer, and extended response), they measure very different aspects of reading and their results cannot be directly compared.
- The score for the DSTP reading test is based on a substantially larger number of test items than the score for the SAT9 reading test. This means that the DSTP

reading test samples a larger portion of the student's reading skills as defined by the English language arts content standards than does the SAT9.

F. Instructional Needs: Reading and Writing

This section of the report provides feedback that depends on what items your student answered correctly and incorrectly, and/or how the items were answered. For that reason, each student's report will likely differ from another student's report.

Reading

In reading, comments are produced depending on the kind of items a student can and cannot answer. For example, if a student answered incorrectly a series of open-ended reading items that needed more details, a comment would be produced suggesting that the student needed to work on "providing enough details from the text to answer open-ended questions." Likewise, if items that measured the student's ability to understand the central ideas in a piece of text are answered incorrectly, a comment would be produced stating that your child should work on "interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written."

The instructional needs comments provide the student, the parent, and the teacher with information about the areas in which the child needs to improve performance. It would be useful to meet with your student's teacher about how you and the teacher might assist your student in improving any reading weaknesses.

Writing

In writing, a cluster of comments is produced (triggered) according to a student's "average" performance score across two writing prompts. Triggering the cluster of comments in this way allows us to create a hierarchy of comments that will help push all students towards the upper end of the state writing rubric (scoring guide), and thus toward the state standards for writing.

It should be noted that the comments on the Instructional Needs in writing:

- reflect the Delaware content standards for writing;
- provide parents with information regarding their student's strengths and weaknesses in writing;
- were developed to help teachers examine the instructional needs of their students;
- occur in "clusters" as opposed to individual comments to better reflect the integrated nature of the writing rubric (scoring guide) and the Delaware writing standards.

The writing standards support four broadly stated clusters of comments that relate to writing. The clusters are hierarchical in nature, that is, for Cluster 1, the instructional needs a student requires for improvement are more in-depth and than for Cluster 4.

Each student who took the test will receive a cluster of comments that match their scores. Following are the comments that can be triggered by your student's written

responses. The comments come directly from the state writing rubric (scoring guide) and the state standards. Two comments: "organizing their writing around a simple topic or central idea" and "working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding," are repeated in clusters 1 and 2 to show that developing writers need continued instruction in these areas.

Cluster 1

- organizing the writing around a single topic or central idea.
- writing in complete sentences with a variety of length and structure.
- working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding.
- doing more than restating the prompt.

Cluster 2

- organizing the writing around a single topic with an introduction, closing, and some transitions.
- working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding.
- supporting ideas with more specific details.
- doing more than making generalities regarding the prompt.

Cluster 3

- using effective introduction and closing.
- writing in a consistent style with precise vivid word choice.
- writing with a clear logical progression of ideas using smooth transitions.
- including relevant details that are fully elaborated.

Cluster 4

- Congratulations on an excellent performance on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by:
  - continuing to write using distinctive voice and style,
  - showing an exceptional awareness of readers' needs.

SECTION III: Understanding the Mathematics Report

For grades 3, 5, 8 and 10, the Mathematics Individual Report has five sections of information on student performance:

A. Grade Tested, Test Date and SAT9 Level /Form, and SAT9 Norms
B. Your student's Performance Level and score in mathematics;
C. The mathematics scaled score for your student compared to other students tested at the same grade level in the school;
   The average mathematics scaled score for the school (for students tested at the same grade as your student);
   The average mathematics scaled score for the district (for students tested at the same grade as your student);
   The average mathematics scaled score for the State of Delaware (for students tested at the same grade as your student);
D. Your student's SAT9 percentile rank for mathematics for the grade level tested;
E. Your student's Instructional Needs in mathematics.

For grades 2, 4, 6, 7, and 9 (except for those taking the grade 8 mathematics retest), the Mathematics Individual Report has five sections of information on student performance:

A. Grade Tested, Test Date and SAT9 Level /Form, and SAT9 Norms
B. Your student's progress towards the standards and score in mathematics;
C. The mathematics scaled score for your student compared to other students tested at the same grade level in the school;
   The average mathematics scaled score for the school (for students tested at the same grade as your student);
   The average mathematics scaled score for the district (for students tested at the Same grade as your student);
D. Your student's SAT9 percentile rank for mathematics for the grade level tested;
E. Your student's Instructional Needs in mathematics.

Each section of the Mathematics Individual Report is discussed below.

A. Grade Tested, Test Date, SAT9 Level/Form and SAT9 Norms

Like the English Language Arts Report, this part of the score report provides general information about the administration of the test:

- The grade level at which your student was tested is reported next to **Grade Tested:**
- The date your student took this test is then listed after **Test Date:**
- Following the test date is the **SAT9 Level/Form**. The SAT9 is an acronym for the *Stanford Achievement Test-Ninth Edition*. The SAT9 is a standardized, nationally administered test. The level refers to test appropriate for the grade tested. The form refers to one that is secure for statewide use only.
- To create the national **SAT9 Norms**, this standardized test was administered to a representative sample of from 225,000 to 250,000 students nationwide. Their score results are referred to as national norms, or more usually, "norms". The norms become a reference point against which to compare the performance of any student who then takes the SAT9. The norms for this test were developed in 1995.

B. Performance Levels/Progress towards the Standards: Mathematics

Performance Level Cut Point Development for Grades 3, 5, 8 and 10

During the fall of 1999, a group of 188 participants consisting of 83% teachers, 7% administrators, 9% parents, and 1% organization or community members, met under the guidance of Harcourt Educational Measurement, to develop the "Meets the Standard" and "Exceeds the Standard" cut points. A subset of these participants developed the cut points for mathematics. The methodology used by judges for setting the cut points is referred to as "Item Mapping" by some measurement companies, and "Bookmarking" by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and inserting "bookmarks" at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges' recommendations for the "Meets the Standard" and "Exceeds the Standard" performance level had been finalized, the Department of Education, with the technical assistance of Harcourt Educational Measurement, calculated the cut points for the "Below the Standard" and "Well Below the Standard" levels, and the cut point for the "Distinguished" performance level.

The five performance levels in Mathematics are consistent with Delaware's accountability law. The following describe each level:

Performance Level		Described as:
Level 5	Distinguished Performance	Exemplary performance
Level 4	Exceeds the Standard Performance	Very Good
Level 3	Meets the Standard Performance	Good
Level 2	Below the Standard Performance	Needs Improvement
Level 1	Well Below the Standard Performance	Needs Significant Improvement

Cut Points for Mathematics For Grades 3, 5, 8 and 10

The DSTP Mathematics scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	381 or less	382 to 406	407 to 463	464 to 498	499 or more
Grade 5	423 or less	424 to 448	449 to 502	503 to 524	525 or more
Grade 8	468 or less	469 to 492	493 to 530	531 to 548	549 or more
Grade 10	499 or less	500 to 524	525 to 558	559 to 573	574 or more

Progress towards the Standards for Grades 2, 4, 6, 7 and 9

For grades 2, 4, 6, 7 and 9 mathematics, the report indicates whether your child is making "satisfactory progress" or "unsatisfactory progress." For reading, there are some students that are on the borderline and are placed in the "progress warning" area.

If your child has achieved "satisfactory progress," the results indicate that he/she is making progress towards meeting or exceeding the standards at the next "accountability" grade (3, 5, 8 or 10). If your child is in the "unsatisfactory progress" area, this serves as an "early warning" and the school will design an Individual Improvement Plan for your student. This will list the activities targeted for the student in order to help the child meet the standards when tested at the next "accountability" grade. If the student is in the "progress warning" area in reading, the school may design an Individual Improvement Plan for the student.

C. Score Comparisons of Grade Tested: Mathematics

This section contains score comparisons of your student's mathematics score against the students tested at the same grade level in the school. For mathematics, your student's score is found on the line between the lowest scale score and the maximum scale score. You can also compare your student's performance to the performance of the students tested at the same grade level in the district and in the state (grades 3, 5, 8, and 10).

If you have students at different grade levels, you will see that different grade levels have different scale values. This difference is related to the highest and lowest score the students would normally be expected to achieve at each different grade level. For example, for tenth grade students, the scale listed ranges from 300 to 800; for eighth grade students, the scale ranges from 250 to 750; for fifth grade students, it ranges from 175 to 700; and for third grade students, it ranges from 150 to 650. It is expected that older students will perform at a higher level than younger students.

The Individual Student's Score

In this section you can see how well your student is performing as compared to the students tested at the same grade level in your student's school by locating the position of your student's score on the scale. You can also compare your student's performance to the performance of the students tested at the same grade level in the district and in the state (grades 3, 5, 8, and 10).

The School's Score

Also, you can see how the students tested at the same grade level in your school are performing on mathematics compared to the students in the district who took the same grade level test by examining the position of the school's score on the scale. You can also compare the school's score to the performance of the students tested at the same grade level in the state (grades 3, 5, 8, and 10).

The District's Score

Also, you can see how all the students tested at the same grade level in your school district are performing on mathematics compared to all the Delaware students who took the test at the same grade level by examining the position of the district's score on the scale relative to the state's score (grades 3, 5, 8, and 10).

The State of Delaware's Score (Grades 3, 5, 8 and 10)

In addition, you can see how the students who took the same grade level test in the State of Delaware are performing on mathematics by examining the position of the state's score on the scale.

D. A Student's Percentile Rank For Mathematics

The percentile rank for mathematics is obtained from the abbreviated form of the SAT9 that is embedded in the DSTP. The SAT9 is the timed portion of the DSTP and is included for several reasons:

- It allows comparisons of the mathematics performance of Delaware students on a nationally used standardized test, thus permitting the comparison of student performance on general mathematics proficiency to other students in the nation.
- A subset of the SAT9 items is directly related to the Delaware Mathematics Standards and is part of the DSTP score.
- The embedded SAT9 items permit the important and efficient psychometric process of equating and scaling the DSTP test from one administration of the test to subsequent administrations of the test.

A percentile rank is a way of looking at how well your student performed on the SAT9 mathematics test relative to all the same grade students in the national norms. Percentile rank gives you information as to what percentage of **same grade** students in the national norms scored higher or lower than your student. For example, if your student had a mathematics percentile score of 98, it means that 98 percent of the students in the national norms scored **below** your student and only 2 percent scored **at or higher than your student**. If your student had a Mathematics percentile of 45, it means that 45 percent of the students in the norms scored **below** your student and 55 percent scored **at or higher than your student**. If your student had a percentile score of 20, it means that 20 percent of students in the norms scored **below** your student and that 80 percent scored **at or higher than your student**.

In some cases a student might score higher or lower on the SAT9 mathematics test than on the DSTP mathematics test. It must be keep in mind that a student's SAT9 percentile rank score cannot be directly compared to the relative scale position of the DSTP mathematics test score. There are several reasons why these scores are non-comparable:

- The SAT9 mathematics test is not directly aligned with Delaware mathematics content standards. A portion of the SAT9 mathematics test is related to the mathematics content standards and is included in the DSTP score, whereas the DSTP mathematics test is **completely aligned** with the mathematics content standards.
- The SAT9 is entirely comprised of multiple-choice items, whereas the DSTP is comprised of multiple choice, short answer, and extended response items. Writing short answers and extended responses require very different skills than selecting the answer on a multiple-choice item. Because the items on the SAT9 and the DSTP mathematics test are very different in format (multiple choice vs. multiple choice, short answer, and extended response), they measure very different aspects of mathematics and their results cannot be directly compared.
- The score for the DSTP mathematics test is based on a substantially larger number of test items than the score for the SAT9 mathematics test. This means that the

DSTP mathematics test samples a larger portion of the student's mathematical skills as defined by the Mathematics content standards than does the SAT9.

E. Instructional Needs: Mathematics

This section of the report provides feedback that depends on what items your student answered correctly and incorrectly, and/or how the items were answered. Each student's report will likely differ from another student's report. For example, if the student answered incorrectly a series of mathematics items concerning measuring, a comment would be produced that reads: In order to improve in **Number Concepts**, "your child should work on measuring lengths of simple figures." The classroom teacher can give you concrete suggestions on how you might help your student improve performance for each instructional needs comment that might be produced.

SECTION IV: Understanding the Science and Social Studies Report

For grades 4, 6, 8 and 11, the Science and Social Studies Individual Report has four sections of information on student performance:

A. Grade Tested and Test Date;
B. Your student's Performance Levels and scores on science and social studies;
C. The science and social studies scaled scores for your student compared to other students tested at the same grade level in the school;
   The average science and social studies scaled score for the school (for students tested at the same grade as your student);
   The average science and social studies scaled scores for the district (for students tested at the same grade as your student);
   The average science and social studies scaled scores for the State of Delaware (for students tested at the same grade as your student);
D. Your student's points earned compared with the average points earned by other students tested at the same grade level in the school, district and state for each area within the science test: inquiry, physical science, earth science, and life science. Your student's points earned compared with the average points earned by other students tested at the same grade level in the school, district and state for each area within social studies: civics, economics, geography, and history

Each section of the Science and Social Studies Individual Report is discussed below.

A. Grade Tested and Test Date

Like the English Language Arts and Mathematics Report, this part of the score report provides general information about the administration of the test:

- The grade level (04, 06, 08, or 11) at which your student was tested is reported next to **Grade Tested:**
- The date your student took this test is listed behind **Test Date:**

Unlike the reading and mathematics score report, there are no national standardized tests in science and social studies that match the Delaware Content Standards, thus no national norms are available.

B. Performance Levels: Science and Social Studies

Performance Level Cut Point Development

During the summer of 2001 for grades 8 and 11 and winter of 2002 for grades 4 and 6, a group of teachers, administrators, parents, and organization or community members met under the guidance of Harcourt Educational Measurement, to develop the "Meets the Standard" and "Exceeds the Standard" cut points. The methodology used by judges for setting the cut points is referred to as "Item Mapping" by some measurement companies, and "Bookmarking" by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and inserting "bookmarks" at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges' recommendations for the "Meets the Standard" and "Exceeds the Standard" performance level had been finalized, the Department of Education, with the technical assistance of Harcourt Educational Measurement, calculated the cut points for the "Below the Standard" and "Well Below the Standard" levels, and the cut point for the "Distinguished" performance level.

The five performance levels in both science and social studies are consistent with Delaware's accountability law. The following describe each level:

Performance Level		Described as:
Level 5	Distinguished Performance	Exemplary
Level 4	Exceeds the Standard Performance	Very Good
Level 3	Meets the Standard Performance	Good
Level 2	Below the Standard Performance	Needs Improvement
Level 1	Well Below the Standard Performance	Needs Significant Improvement

Cut Points for Science

The DSTP Science scale scores by performance levels were as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 4	285 or less	286 to 299	300 to 324	325 to 335	336 or more
Grade 6	284 or less	285 to 299	300 to 324	325 to 334	335 or more
Grade 8	279 or less	280 to 299	300 to 324	325 to 337	338 or more
Grade 11	281 or less	282 to 299	300 to 324	325 to 334	335 or more

Cut Points for Social Studies

The DSTP Social Studies scale scores by performance levels were as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 4	284 or less	285 to 299	300 to 324	325 to 336	337 or more
Grade 6	285 or less	286 to 299	300 to 324	325 to 334	335 or more
Grade 8	281 or less	282 to 299	300 to 324	325 to 334	335 or more
Grade 11	275 or less	276 to 299	300 to 324	325 to 336	337 or more

C. Score Comparisons of Grade Tested: Science and Social Studies

This section contains score comparisons of your student's science and social studies scores against the students tested at the same grade level in the school. For science, your student's score is found on the line between the lowest scale score and the maximum scale score. You can also compare your student's performance to the performance of the students tested at the same grade level in the district and in the state. The scale on the right is the social studies score and is structured similarly.

The Individual Student's Score

In this section you can see how well your student is performing as compared to the students tested at the same grade level in your student's school by locating the position of your student's score on the scale. You can also compare your student's performance to the performance of the students tested at the same grade level in the district and in the state.

The School's Score

You can see how the students tested at the same grade level in the school are performing compared to the students tested at the same grade level in the district or state by examining the position of the school's score on the scale.

The District's Score

Also, you can see how the students tested at the same grade level in the school district are performing compared to students statewide who took the same grade level test by examining the position of the district's score on the scale.

The State of Delaware's Score

In addition, you can see how the students who took the science and social studies tests at the same grade level in the State of Delaware are performing by examining the position of the state's score on the scale.

D. Science and Social Studies Content Areas

Science

This section provides feedback that reflects the number of items your student answered correctly in each of the following areas of science: inquiry, physical science, earth science, and life science. Listed in the left hand column is the number of points possible in each area. The second column shows the number of points your student scored in each area. The corresponding columns give the average number of points scored by other students tested at the same grade level in the school, district, and state. The classroom teacher can give you concrete suggestions on how you might help your student improve performance in any area in which your student may have a low score.

Social Studies

This section of the report provides feedback that depends on the number of items your student answered correctly in each of the following areas of social studies: civics, economics, geography, and history. Listed in the left hand column is the number of points possible in each area. The second column shows the number of points your student scored in each area. The corresponding columns give the average number of points scored by other students tested at the same grade level in the school, district, and state. The classroom teacher can give you concrete suggestions on how you might help your student improve performance in any area in which your student may have a low score.

SECTION V: Understanding the Work Sampling Report

To help parents and guardians track the continuing progress of their kindergarten and grade 1 children, the Delaware Student Testing Program has initiated an observational assessment for kindergarten and first grade students. The Delaware Department of Education adopted an assessment for these grade levels based on Samuel Meisels' Work Sampling System®. This developmentally appropriate tool, aligned with Delaware content standards, requires teachers in all Delaware kindergarten and first grade classrooms to observe their students during classroom activities and gather student work. Based on these observations and student work, teachers make evaluation decisions by comparing this data to standards outlined in a set of Developmental Guidelines.

The Work Sampling Individual Report has up to five sections of information on student performance:

A. Grade Tested and Collection Period Ending Date:
B. Your student's English Language Arts Progress;
C. Your student's Mathematics Progress;
D. Your student's Personal and Social Development Progress (This information was collected at the option of the school district.)
E. Your student's Individual Improvement Plan activities for reading.

Each section of the Work Sampling Individual Report is discussed below.

A. Grade Tested and Collection Period End Date

This part of the score report provides general information about the collection of the work sampling data:

- The grade level at which your student was assessed is reported next to **Grade Tested:**
- The work sampling assessment relies on the classroom teacher of each student. This classroom teacher begins to observe their students during classroom activities and gather student work soon after the school year begins. This collections continues throughout the school year until the date listed after **Collection Period End Date:**

B. English Language Arts Progress

Your student can achieve a "proficient," "in process," or "not yet" in each of the areas of English Language Arts – Listening; Speaking; Reading; Writing – and the total of English Language Arts.

- **Proficient** – Your student has clearly mastered and usually or always demonstrates the skills.
- **In Process** -- Your student is still mastering and sometimes demonstrates the skills.
- **Not Yet** – Your student has not yet mastered or demonstrated the skills.

If a "1" appears next to the checkmark for reading, the school is required to develop an Individual Improvement Plan for Reading for your child. If a "2" appears next to the checkmark for reading, the school may develop an Individual Improvement Plan for Reading for your child.

C. Mathematics Progress

Your student can achieve a "proficient," "in process," or "not yet" in each of the areas of Mathematics – Mathematical Processes; Number & Operations; Patterns, Relationships, & Functions; Geometry & Spatial Sense; Measurement; Data Analysis & Probability – and the total of Mathematics. If a "3" appears next to the checkmark for mathematics, the school may develop an Individual Improvement Plans for Mathematics for your child.

D. Personal and Social Development Progress

If the school district opted to collect the information, your student can achieve a "proficient," "in process," or "not yet" in each of the areas of personal and social development – Self Concept; Self Control; Approach to Learning; Interaction with Others; Social Problem-Solving.

E. Individual Improvement Plan Activities

For reading, if an Individual Improvement Plan is required or recommended for your student, the report will list the reading activities targeted for your student in order to help your child meet the standards when tested at grade 3.

Possible Kindergarten Activities

- Showing interest in books and reading-related activities.
- Showing some understanding of concepts of print.
- Knowing letters, sounds, and their relationships.
- Comprehending and responding to fiction and nonfiction text.

Possible Grade 1 Activities

- Showing interest in books and reading.
- Showing understanding about concepts of print.
- Demonstrating phonemic awareness.
- Decoding unfamiliar words.
- Using strategies to construct meaning from print
- Comprehending and interpreting fiction and nonfiction text.

SECTION VI: Understanding the Diploma Index

Students in Delaware public schools receive a diploma index based on their performance levels on the tenth grade Delaware Student Testing Program (DSTP). This index determines the type of diploma (basic, standard, or distinguished) the student will receive if they meet all other requirements for high school graduation as established by the state and local districts or charter schools.

Calculating Diploma Indices

If your student participated in the Tenth Grade Testing or a Grade 10 Retest in order to attempt to improve his or her diploma index, your student's highest earned scores will be used to calculate their diploma index.

> To calculate the student's diploma index, take the student's (Highest Reading Performance Level X .40) + (Highest Mathematics Performance Level X .40) + (Highest Writing Performance Level X .20). An additional requirement for a distinguished diploma is that none of the student's performance levels can be below a 3.

Students may earn the Distinguished Diploma if they obtain a diploma index of 4.0 or higher (and no performance level is less than 3) and complete all local district and state requirements. The Standard Diploma will be given to students who obtain a diploma index between 3.0 and 3.99 and complete all local district and state requirements. The Basic Diploma is given to students who have a diploma index less than 3.0 but complete all other local and state requirements for graduation. Local districts also will have the option of awarding a Certificate of Performance to students who do not meet all state and/or local requirements for a diploma but who have completed a program of study.

If your know your student's performance levels, you can easily find their diploma index by signing onto the Department of Education's DSTP website and entering those levels into the preprogrammed calculator -- www.doe.state.de.us/aab/DICalcualtor.htm.

Retesting to Improve Diploma Indices

A student can re-take the tenth grade test any time it is offered within five years of the date of graduation, in order to improve his or her diploma index and upgrade the type of diploma. Your student will have three opportunities per year to improve their diploma index. The first opportunity is in the summer following their Grade 10 Testing. The second opportunity is in October of the next school year. The third is in March, concurrent with the regular tenth grade testing.

They may elect to take the writing and reading tests, the reading test only, the math test only, or the reading and math tests. It may be to your student's advantage to register for only the writing and reading tests or for mathematics test at any given retest opportunity. The scores reported are based on those tests actually taken, except when the student took the reading test and not the writing test. In that case a writing score may have been reported based only on the writing piece imbedded in the reading test. This score will probably be low and should be ignored. In fact, any score that is lower than a student's previous score will have no effect on their diploma index.

Students need to register at his/her school for the each retest session in which they wish to participate. The registration dates are very close to the dates at which your student receives their DSTP scores. To take full advantage of all retest opportunities before graduation, your student may have to register before actually receiving their last scores. These tests will be given at the student's high school for October and March administrations or at a specified site for the summer administration. A student may choose to re-take either or both the reading and the mathematics tests. The student wishing to re-take the writing portion will also be required to re-take the reading test so that the text-based writing task is included.

The registration form for eleventh grade students wishing to re-take the Grade 10 test is available online to school personnel. The school test coordinator or guidance counselor(s) will help students register via the Internet. Students may be required to show proof of identification upon sitting for the test.

Section VII: Suggestions on How to Help Students Do Better In School

Numerous research studies show that:

- When parents are involved, students achieve more, produce higher test scores, have better attendance records and complete homework more consistently.
- The greater the parental involvement, the greater the student achievement.
- When parents are involved, students exhibit more positive attitudes and behavior in school.
- Students whose parents are involved have higher graduation rates and higher post-secondary education enrollment rates.

In this section, several ways will be presented on how you can help a student do better in school. Many of the suggestions are taken from a newly published guide from the Delaware PTA titled: *PTA Parent/Family Resource Guide*. This document can be found in your local school, local library, community center, or the Delaware PTA web site: www.delawarepta.org. Copies can be made for your own use.

Helping the student at home

Learning style

Get to know your student's learning style. People learn in different ways. For example, one student may learn best by watching closely before attempting a task. Another student may feel she needs to touch everything before she understands it. Yet another may ask for constant explanations, such as "What's that thing do?" Learning one way is not better than learning another way. If you are not sure of your student's learning style, ask the teacher. Recognize and reinforce the preferred learning style and make learning more natural for your student.

General help suggestions

There are many things you as a parent can do to ensure a student's success in school. For example:

- Send the student to school every day, well rested and fed, with a positive comment about him/her.

- Tell the student how proud you are of their accomplishments, even small ones, and do this often.
- Take an active interest in the student's schooling, and indicate how much you care about learning.
- Show pride in work that is shared with you by your student. For younger students, display it in special places in your home.
- Use a wall, the refrigerator door, or a bulletin board to display schoolwork.
- Work together on daily household tasks to help make the connection between things learned in school and their application in daily life;
- Provide a variety of interesting reading materials in your home. These can include age-appropriate books, magazines, the local newspaper, and books on computer disks.

Homework suggestions

- Find out if your school has a homework policy. If it does, make sure that you understand the policy and your student's responsibilities connected to it. Expect homework every night, especially in the upper grades.
- Provide an area in your home where school materials can be kept secure. If possible, provide an area for doing schoolwork that has a minimum of interruptions.
- Establish regular blocks of time when you expect schoolwork to be done.
- Follow-up with, and monitor homework. Be consistent in your expectations.
- As appropriate and as much as possible, work together on school-related projects.

Communication with the teacher and school

- Communicate with the teacher and other school personnel regularly. For example, call, write notes, or if possible, stop in at school on the way to work or on a lunch break.
- Never miss a parent-teacher conference. Use the opportunity to share relevant information with a teacher.
- Ask the teacher for ways you can work at home to reinforce what the teacher has taught in class.

Specific help suggestions

There are many specific things you as a parent can do to ensure student success in school. Below are several suggestions.

- Turn off the television for a set period each day. Together agree on the time and stick to the schedule set. During this time encourage creative activities, reading or homework activities.

- Together visit the local library and obtain a library card. Encourage reading for fun.
- When tests and reports come home, take the emphasis off the grades and focus instead on the information and skills learned. Ask simple questions to provide the student an opportunity to show what has been learned. Increase the student's knowledge by sharing anything you know about the topic, or by looking it up in an encyclopedia.
- Ask younger children to read portions of a textbook to you while you fix dinner, sort laundry, or drive the car. When they finish the section, discuss any questions the book presents in order to expand their comprehension of the ideas in the text.
- When you ask "What happened in school today?" and get the answer, "Nothin' much," it is time to start a sentence that each person in the family must complete in turn. For example, "The most surprising thing I learned today was..." Everyone in the family takes a turn sharing their experiences.

Parent-Teacher Conferences

A parent-teacher conference is a conversation between a parent and the student's teacher. There is no need for tension, butterflies, and/or frustration. Although a certain amount of nervousness is natural, it may help to remember that teachers can be nervous when talking with parents too. Keep in mind that many teachers are parents, and have experienced your feelings.

If parents and teachers already know each other from previous contacts, the conference becomes much easier and goes much more smoothly. Therefore, it is a good idea to create a relationship with the teacher as early as possible. This shows teachers you care about the educational process. A simple phone call to the teacher introducing yourself and explaining that you would like the teacher to contact you regarding any issues or concerns she/he may develop during the school year is a good start. Remember that teachers can't leave class to take your call, so you will need to inquire about a good time to contact them.

Appendix: Sample Reports

Following are **samples** of the various reports from the 2002 administration of the DSTP (Note that these sample reports are **NOT REAL reports**, they are mockups produced by Harcourt Educational Measurement). The reports included are:

1. English Language Arts Individual Reports (Reading and Writing) – DSTP 1 Sample
2. English Language Arts Individual Reports (Reading and Writing) – DSTP 2 Sample
3. Mathematics Individual Reports – DSTP 1 Sample
4. Mathematics Individual Reports – DSTP 2 Sample
5. Science and Social Studies Individual Reports
6. Work Sampling Individual Report
7. Diploma Index Report
8. DSTP On-line Reports

2003 DELAWARE STUDENT TESTING PROGRAM

English Language Arts Individual Report for
JOHN Q DOE

Student ID#: 000000

SCHOOL: NEWTOWN ELEM - 000
DISTRICT: NEWTOWN - 00

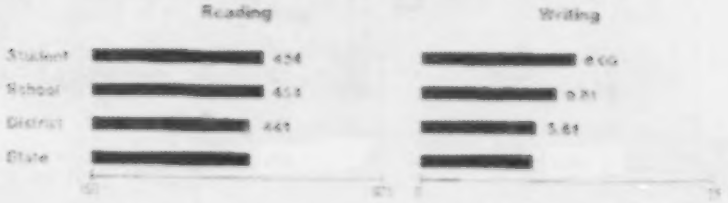
GRADE TESTED: 03
TEST DATE: 05/14/03
SATP LEVEL/FORM: PT/T
SATP NORMS: 1995 PT/T4

PERFORMANCE LEVELS

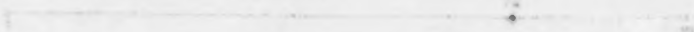
This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Reading and Writing performance of this student fell into one of the levels.

Performance Levels are:	Reading Level and Score	Writing Level and Score
Distinguished		
Exceeds the standard		
Meets the standard	✓ 456	✓ 8.66
Below the standard		
Well Below the standard		

SCORE COMPARISONS OF GRADE TESTED



Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.



INSTRUCTIONAL NEEDS

To improve performance in READING, your child should work on:

- [illegible]
- [illegible]
- [illegible]

To improve performance in WRITING, your child should work on:

- [illegible]
- [illegible]
- [illegible]

COPY C1

Please see your child's teacher for more information.

Form No: 0030201-[illegible]
10674

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2003 DELAWARE STUDENT TESTING PROGRAM

English Language Arts Individual Report for

JOHN DOE

Student ID#: 000000

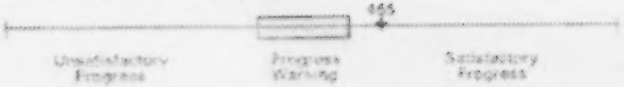
GRADE TESTED: 5
TEST DATE: 02/03/03
RATS LEVEL/FORM: 0,T
NATP NORMS: 03rd PD 14

SCHOOL: NEWTOWN ELEM - 000
DISTRICT: NEWTOWN - 00

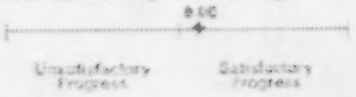
PROGRESS TOWARDS THE STANDARDS

This test is designed to evaluate your child's progress in terms of the Delaware Content Standards.

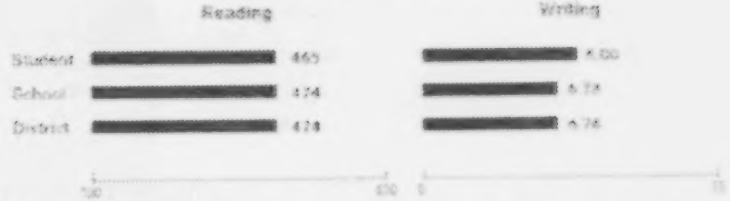
Your Child's Progress in Reading:



Your Child's Progress in Writing:



SCORE COMPARISONS OF GRADE TESTED



Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

To improve performance in READING, your child should work on:

- *providing enough details from the text to support conclusions/opinions*
- *determining meaning to help strengthen understanding the text*
- *increasing reading by drawing conclusions about the central ideas in a text and understanding why it was written*
- *strengthening reading by using information in many formats*
- *expanding meaning by drawing conclusions and using prior knowledge to connect and synthesize information within the same text, texts, and concepts*

To improve performance in WRITING, your child should work on:

- *expanding the writing around a single topic with an introduction, closing, and some transitions*
- *working on using errors in conventions of English usage, grammar, spelling, and punctuation that could interfere with understanding*
- *supporting the ideas with more specific details*
- *using more than missing punctuation regarding the prompt*

Please see your child's teacher for more information.

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English Language Arts Individual Reports (Reading and Writing) – DSTP 2 Sample

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2003 DELAWARE STUDENT TESTING PROGRAM

Mathematics Individual Report for

JOHN DOE

Student ID#: 000000

SCHOOL: NEWTOWN ELEM - 000
DISTRICT: NEWTOWN - 00

GRADE TESTED: 03
TEST DATE: 03/13/03
SAT9 LEVEL/FORM: 19/7
SAT9 NORMS: 1995 PD 14

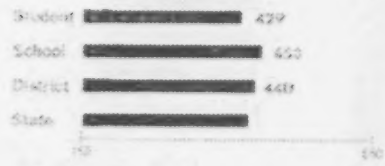
PERFORMANCE LEVELS

This list is designed to measure your child's progress in terms of the Delaware Content Standards. The Mathematics performance of this student falls into one of five levels.

Performance Levels are:	Mathematics Level and Score
Distinguished	
Exceeds the standard	
Meets the standard	✔ 429
Below the standard	
Well Below the standard	

SCORE COMPARISONS OF GRADE TESTED

Mathematics



Certain items on the Mathematics part of the test were administered to a national sample of students. The percentile below represents how your child performed on these items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

To improve performance in MATHEMATICS, your child should work on:

Number Concepts

- using estimation skills to approximate an answer
- using fractions to represent part of a whole

Please ask your child's teacher for more information.

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2003 DELAWARE STUDENT TESTING PROGRAM

Mathematics Individual Report for

JOHN DOE

Student ID#: 000000

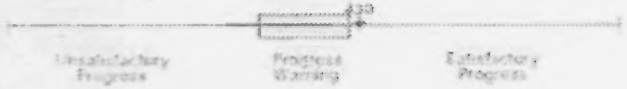
SCHOOL: NEWTOWN (LRM = 000)
DISTRICT: NEWTOWN (30)

GRADE TESTED: 04
TEST DATE: 03/13/03
SAT9 LEVEL/FORM: 17
SAT9 NORMS: 1995 PD 10

PROGRESS TOWARDS THE STANDARDS

This test is designed to measure your child's progress in terms of the Delaware Content Standards.

Your Child's Progress in Mathematics:



SCORE COMPARISONS OF GRADE TESTED

Mathematics

Certain items on the Mathematics part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

To improve performance in MATHEMATICS, your child should work on:

Number Concepts
- *skills and whole computation, struggles with understanding, including place and simple*

Geometry
- *navigating and transforming geometric figures*

Probability and Statistics
- *reading, constructing, and interpreting simple coordinate graphs*
- *determining the likelihood of simple events*

Reasoning and Communication
- *communicating mathematical information*

Please see your child's teacher for more information.

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2002 DELAWARE STUDENT TESTING PROGRAM

Science & Social Studies Individual Report for

JOHN DOE

Student ID#: 000000

SCHOOL: NEWTOWN ELEM - 000
DISTRICT: NEWTOWN - 00

GRADE: 05
TEST DATE: 01/21/02

PERFORMANCE LEVELS

This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Science and Social Studies performance of this student falls into one of the five levels.

Performance Levels are:	Science Level and Score	Social Studies Level and Score
Distinguished		
Exceeds the standard		
Meets the standard	✔ 306	✔ 306
Below the standard		
Well Below the standard		

SCORE COMPARISONS OF GRADE TESTED

CONTENT AREAS

SCIENCE

	Total Points Possible	Student Points Earned	Average Points Earned School	District	State
Inquiry	11	8	4.4	4.4	5.3
Physical Science	19	6	5.2	5.2	6.1
Earth Science	16	9	5.8	5.8	7.0
Life Science	22	11	8.2	8.2	9.5

SOCIAL STUDIES

	Total Points Possible	Student Points Earned	Average Points Earned School	District	State
Civics	17	6	6.0	6.0	6.8
Economics	17	9	6.0	6.0	7.2
Geography	17	9	6.9	6.9	7.9
History	17	9	6.3	6.3	7.3

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2003 DELAWARE STUDENT TESTING PROGRAM

Work Sampling Individual Report for

THOMAS JONES

Student ID#: 999999

SCHOOL: NEWTOWN ELEM - 600
DISTRICT: NEWTOWN - 06

GRADE TESTED: 01
COLLECTION
PERIOD END DATE: 04/15/03

English Language Arts	Not Yet	In Process	Proficient
Listening	✔		
Speaking		✔	
Reading	✔[1]		
Writing		✔	
English Language Arts Summary	✔		

Mathematics	Not Yet	In Process	Proficient
Mathematical Processes	✔		
Number & Operations		✔	
Patterns, Relationships, & Functions		✔	
Geometry & Spatial Sense	✔		
Measurement		✔	
Data Analysis & Probability	✔		
Mathematics Summary		✔[2]	

Information was collected for these areas at the option of the school district.

Personal and Social Development	Not Yet	In Process	Proficient
Self-Concept	✔		
Self-Control		✔	
Approach to Learning			✔
Interaction with Others			✔
Social Problem-Solving	✔		

[1] An Individual Improvement Plan for Reading is required.
[2] An Individual Improvement Plan for Mathematics is recommended.

This report is based on limited observation of the student.

Your child's Individual Improvement Plan in Reading should include work on:

- Showing interest in books and reading.
- Showing understanding about sequence of print.
- Recognizing phonetic similarities.
- Decoding unfamiliar words.
- Using strategies to construct meaning from print.
- Comprehending and interpreting fiction and nonfiction text.

KEY

Proficient — The child has clearly mastered and usually or always demonstrates the skills.

In Process — The child is still mastering and sometimes demonstrates the skills.

Not Yet — The child has not yet mastered or demonstrated the skills.

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10000

7. Diploma Index Report

Delaware Department of Education

Diploma Index

Name:
School:
District:
Test Year: 2002
Test Name: DSTP 1
TestSeason: Spring
Test Grade: 10

Diploma Index Calculation

Content	Performance Level	Times	Weight	Equals	Sub-Index
Reading	1	x	0.3	=	0.3
Math	3	x	0.4	=	1.2
Writing	2	x	0.3	=	0.4
				Diploma Index:	2
				Eligible for:	Basic Diploma

Note:
1 Diploma Index range is a decimal number from 0.6 to 4.0. A record with an index greater than or equal to 1.0 but less than 2.0 is eligible for a Distinguished diploma, between 0.8 and 2.9 for a Standard diploma, and below 3.0 for a Basic diploma.
2 Performance Levels: 1 = Distinguished, 2 = Exceeds the Standard, 3 = Meets the Standard, 4 = Below the Standard, 5 = Significantly Below the Standard

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Delaware Department of Education
Delaware Student Testing Program
Welcome!

Welcome to the Delaware Student Testing Program (DSTP) home page! DSTP is Delaware's initiative to measure how well our students are prepared relative to the Delaware Content Standards in English language arts, mathematics, science, and social studies. DSTP is the responsibility of the Assessment and Analysis Group at the Delaware Department of Education.

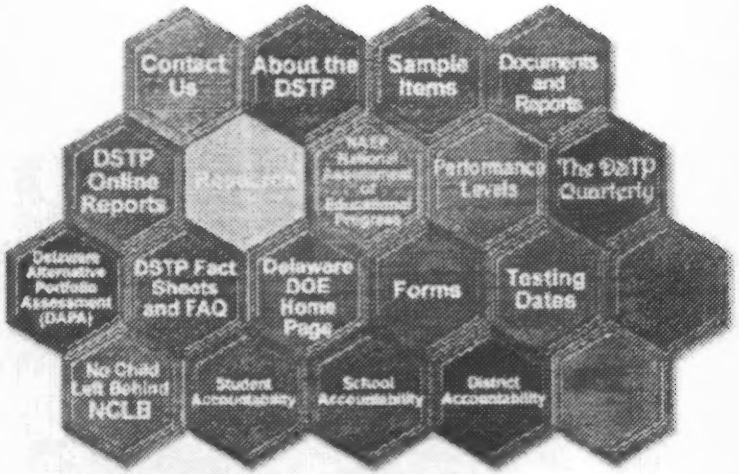
NEW TO THIS SITE

- Delaware's Portfolio Assessment for Limited English Proficient Students (PALS) - Administration and Interpretation Manual - Revised Portfolio Based Language Arts Assessment Formative Checklist Grades K-5
- Interpretive Guide to Help Parents Understand Student's DSTP Test Results for Reading, Writing and Mathematics (Short Version) Sequence: Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Retired: 7, 4, 6, 7, 8, 9
- Interpretive Guide to Help Parents Understand Student's DSTP Test Results for Reading, Writing and Mathematics (Long Version) Sequence: Grades 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
- Interpretive Guide to Help Parents Understand Student's DSTP Test Results for Science and Social Studies (Short Version) Sequence: Grades 5 & 11
- Interpretive Guide to Help Parents Understand Student's DSTP Test Results for Science and Social Studies (Long Version) Sequence: Grades 5 & 11

DSTP Quarterly (June, 2003)

Note: Links containing the icon require Adobe® Acrobat® Reader, available at no charge from Adobe. Download Microsoft Internet Explorer

Toll Free DSTP Hotline
1-877-638-3787



Last update: June 23, 2003
Contact Wendy Roberts regarding DSTP issues, Jeff Dunlap regarding DSTP web page issues and suggestions, and Vicki Fairfield regarding DOE web issues.

This page has been viewed 24169 times since June 8, 2001

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